

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History B (5HB01/1C)
Unit 1: Schools History Project
Development Study
Option 1C: The changing nature of
warfare

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:


i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		<p>What can you learn from Sources A and B about changes in the armour worn by an ordinary soldier in battle? Explain your answer, using these sources.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Source A: From an illustration of a battle in the mid-fourteenth century.</p>  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Source B: From an article on the Ministry of Defence website, 2011.</p> <p style="text-align: center;">Soldier saved by body armour</p> <p>Trooper Tom Thorne was shot in the side by a bullet fired from an AK-47 assault rifle. His body armour stopped the bullet completely, leaving the soldier with only a light bruise underneath.</p> <p>Trooper Thorne said 'I just couldn't believe that our thin body armour could stop this size of bullet at fairly close range. It clearly works as it's supposed to - it is very reassuring for us all'.</p> </div> <p>Target: Inference from sources (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple statement</p> <p>Student makes generalised comment about change, without support from source(s) or provides relevant details from the source(s) but does not use them to make inference about change.</p> <p><i>e.g. The situation improved; Soldiers in 2011 had body armour.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p>Developed statement</p> <p>An inference about change is made and supported, based on the use of sources.</p> <p><i>e.g. In the Middle Ages ordinary soldiers had very little protection and were very vulnerable but the armour used in modern times is very effective so the soldiers have better protection and better chances of survival; Source A shows different soldiers wearing different amounts of armour whereas in B it implies that the armour is standard issue.</i></p> <p>Reserve full marks for clear use of both sources to support the</p>

		inference.
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Question Number		
2		<p>The boxes below show two aspects of army life which changed during the eighteenth and nineteenth centuries.</p> <p>Choose one and explain how it changed in the period c1700-1900.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Army organisation and discipline</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Medical care</div> </div> <p>Target: Recall; analysis of change. (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised answer is offered with little specific detail. Student offers generalised comment that could apply to either example or offers limited detail about one option.</p> <p><i>e.g. Discipline changed a lot and became less brutal; Florence Nightingale improved the care for the sick.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit. Student describes the situation in the army or describes change in discipline or medical care.</p> <p><i>e.g. Describes organisation of army – structure of regiments etc; Describes discipline based on punishment – reduction in rank, extra duties, corporal punishment, lengthened contract, execution; Describes typical medical care; Describes Cardwell's army reforms; Describes the work of the army surgeon or of Florence Nightingale.</i></p>
3	7-9	<p>Analysis, showing reasons for importance. Student explains the extent / nature of change.</p> <p><i>e.g. Shows that changes in organisation and/or reforms in discipline made the army less brutal / more attractive to recruits, eg flogging abolished, reduction of years overseas; Shows that improved medical care had a significant effect on the survival rate of wounded soldiers.</i></p>

Question Number		
3		<p>How much did the use of new weapons affect warfare in the period c1350–c1700?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • c1450: Cannons were regularly used in sieges. • c1600: Musketeers were usually placed in lines. • c1700: Dragoons carried flintlock muskets. <p>Target: Recall; evaluation of change and continuity (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. States that the use of cannons / muskets led to new tactics and strategy;</i> <i>Offers brief details about the use of a new weapon or the use of gunpowder.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the use of new weapons /gunpowder in warfare.</p> <p><i>e.g. Describes the use of cannon in battle or a siege;</i> <i>Describes the use of musketeers in battle;</i> <i>Describes the use of flintlock muskets in battle;</i> <i>Describes battle strategy or tactics involving new weapons/ gunpowder.</i></p> <p>Reserve top of level for answers covering the whole period.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student analyses the impact of the use of new weapons.</p> <p><i>e.g Shows that the use of new weapons /gunpowder had a significant effect such as the decline of sieges or cavalry or the introduction of new formations/tactics;</i> <i>Shows that the use of new weapons /gunpowder had a limited effect in practice as strategy and tactics adapted and both sides had access to the same weapons.</i></p> <p>Reserve top of level for answers covering the whole period or which evaluate both sides of the issue.</p>

Question Number		
4		<p>How much was the Gulf War (1991) an example of high-tech warfare?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Stealth bombers dropped laser-guided bombs. • The British Challenger tank had a top speed of 45 miles per hour. • The Iraqi forces planted thousands of landmines. <p>Target: Recall; analysis of key features (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. The Coalition used modern technology.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes aspects of the war and asserts they are /are not examples of high-tech warfare</p> <p><i>e.g. Describes the aerial bombardment in January 1991; Describes the technology available to the Coalition – laser guided missiles, GPS targeting, daisy cutter bombs; Describes the composition of forces and the weapons available; Describes Iraqi weapons and tactics.</i></p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student analyses a range of aspects of the war, explaining whether they were examples of high-tech warfare.</p> <p><i>e.g Examines use of hi-tech weapons, aerial superiority, etc. Examines the more traditional aspects of the war such as the use of tanks and landmines; Examines the Iraqi weapons and tactics.</i></p> <p>Reserve top of level for answers which cover both sides of the issue.</p>

Question Number		
5 (a)		Describe the key features of a medieval army in the eleventh and twelfth centuries. Target: Recall; key features (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Student offers generalised comment or limited detail about the army. <i>e.g. It was mainly peasant based; Service in a feudal army was usually limited to 45 days.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes aspects of a feudal army. <i>e.g. Describes the feudal system which exchanged land for a duty of military service; Describes the terms of service – 45 days, provide own weapons; Describes the mounted knight /trained man-at-arms / peasant footsoldier / pikeman /archer; May also describe the use of scutage and mercenaries.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Student identifies key features of a feudal army and provides examples. <i>e.g. Recruitment was based on obligation but there was no consideration of health or training and little control over the composition of knights/footsoldiers/archers etc; Each section of the army owed loyalty to a separate individual – it was difficult to create a sense of unity or to plan strategy; Service was for a fixed term and therefore campaigns were limited, so kings often wanted to include mercenaries who were better trained and could serve for longer periods.</i>

Question Number		
5 (b)		<p>How much did the role of archers in a battle change during the Roman and medieval periods? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Auxiliary troops attached to each Roman legion usually included archers and cavalry. • In the Battle of Hastings (1066) Harold Godwinson is believed to have been killed by an arrow. • At the Battle of Agincourt (1415) Henry V's archers used longbows. <p>Target: Recall; evaluation of change and continuity (AO1/AO2)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. Archers became more important; Henry V hid archers in the trees at Agincourt.</i></p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the role of archers in Roman and/or medieval armies.</p> <p><i>e.g. Describes the role of auxiliaries in a Roman army; Describes the use of archers at Hastings; Describes the use of archers at Agincourt.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Student analyses the role of archers in battle, identifying change and/or continuity.</p> <p><i>e.g. Shows that they did not play an essential role in Roman battles but did contribute to victory at Hastings / were essential at Agincourt; Explains the impact of the crossbow /longbow and the trained archer on battle tactics; Examines the changing role of the archer in relation to other components of the army and overall strategy.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question. Student evaluates the nature/extent of change in the role of the archer throughout the period.</p> <p><i>e.g. Evaluates the extent/ nature of change from the Roman to the medieval period, weighing continuity and change in the context of changes in army composition and tactics.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
6 (a)		Describe the key features of the tension between Britain and Germany in the period before the First World War. Target: Recall; key features (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Student offers generalised comment or limited detail about the tension. <i>e.g. Britain and Germany were members of rival alliances; Britain and Germany were rival industrial powers; Britain built HMS Dreadnought.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes aspects of political tension/ economic rivalry /the arms race. <i>e.g. Describes the military alliances; Describes the naval arms race, build-up of military forces or improved weapons; Describes rivalry in terms of economic power, industrial output, chemical industry etc.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Student describes a range of aspects of the escalating tension. <i>e.g. Shows that tension reinforced the perception of threat and therefore led to the escalation of military forces and weapons and the quest for allies.</i>

Question Number		
6 (b)		<p>How different were the political causes of the English Civil War and the American War of Independence? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1628: Parliament tried to limit the King's power to raise taxes. • 1642: Charles I tried to arrest five MPs. • 1774: The British Parliament passed the 'Intolerable Acts'. <p>Target: Recall; evaluation of similarity & difference (AO1/AO2)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. Charles and parliament quarrelled over Divine Right; The Americans used the slogan 'No representation without taxation'.</i></p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes aspects of the political causes of the English Civil War and / or the American War of Independence.</p> <p><i>e.g. Describes the conflict between Charles and parliament over Divine Right and the role of parliament in government; Describes the American resentment at various laws imposed.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student considers the role of political causes of the English Civil War and the American War of Independence, identifying similarity and/or difference.</p> <p><i>e.g. Considers role of parliament in trying to limit Charles I's power compared to the protests from the American colonists over the lack of representation; Considers the extent to which each war was an attempt to limit arbitrary power; Shows that political authority was linked to other issues such as religion or taxation.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Student considers similarities and differences in the political causes of the English Civil war and the American War of Independence in order to evaluate the nature / extent of difference.</p> <p><i>e.g. Shows that parliament was attempting to gain power in the English Civil War but resisted any devolution of power in the American War of Independence and weighs this against the way that each war was a protest against the way political authority was being used.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with

		consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
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